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| **Unit Overview - K.1 Getting Acquainted** | | | |
| **Language and**  **Level / Grade** | K | **Approximate Length of Unit** | 15 weeks |
| **Targeted Performance Level** | Novice Mid | **Approximate Number of Minutes Weekly** | 90 minutes |
| **Theme/Topic** | Belonging: Getting Acquainted | | |
| **Essential Question** | Who am I?  Why am I a good friend? | | |
| **Learning Scenario** | Students will…   * Getting acquainted * How I feel * What friends do * Retell the story of the 3 bears | | |
| **Learning Goals** | **Learners will be able to:**   * Greet others in culturally appropriate ways * Introduce self and ask others for their name * Comment on how they feel and inquire about how others feel * Ask about personal likes and dislikes and likes and dislikes related related to the story (porridge/beds/bears then torta, etc.) * Share simple facts about bears * Describe an animal (the bear is big/small/medium) * Retell the story in simple sentences | | |

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| **Connections to Standards** | | |
| **Cultures**  (Sample Evidence) | **Practices and Perspectives** | **Products and Perspectives** |
| Appropriate greetings and gestures.  (Señor, Señora, buenos días, buenas tardes, buenas noches) | Madrid Bear  Bears in Art |
| **Connections**  (Sample Evidence) | **Making Connections** | **Acquiring Information and Diverse Perspectives** |
| Connections to literacy and reading skills.  Science connection - bears are mammals, live in the woods. | Formal v. informal greetings for adults |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | **Cultural Comparisons** |
| Once upon a time..  Yuck! (Puaj)  Expressing the same emotions no matter where you are in the world. | Greetings |
| **Communities**  (Sample Evidence) | **School and Global Communities** | **Lifelong Learning** |
| Students take home book of 3 bears and share with family members. | Students will self-assess based on the can-do statements from the unit. |

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| **Summative Performance Assessment Tasks** | | | |
| **Interpretive Mode** | | | |
| Listening - choose the picture of the phrase when hearing information from the story. | Listening - select the picture that matches the greeting. First set of assessment: hola, adiós, and me llamo. Second set: buenos días and buenas tardes. | | Listening- circle the image that shows the correct emotion (feliz and triste). |
| **Presentational Tasks** | | **Interpersonal Tasks** | |
| Create a mini book based on story. | | Ask and answer What’s your name? | |

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| **Success Criteria**  **Can Do Statements** | |
| **Interpretive** | (L) I can identify the picture that matches the phrases from the story of the 3 bears.  (L) I can understand words related to greetings and feelings.  (L) I can understand and answer simple yes/no facts about bears. |
| **Presentational** | I can retell the story of the Three Bears.  I can state why I am a good friend.  I can state simple facts about bears. |
| **Interpersonal** | I can ask and answer how someone is feeling.  I can can ask and answer about likes and dislikes.  I can greet someone and ask for and give names. |

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| **Language Toolbox** | | |
| **Language Functions** | **Related Structures / Patterns** | **Priority Vocabulary** |
| Greet others. | Hola,Sr./Sra./Srta.  amigo/amiga  amigos/amigas | colors  Uno, Dos, Tres  Mamá, papá, bebé  Silla, cama  Sopa, pastel  Caliente, frío, perfecto |
| Say goodbye to others. | Adiós.  Hasta luego. |
| Greet by time of day. | Buenos días, buenas tardes, buenas noches |
| State my name. | Me llamo \_\_. |
| Ask others for their name. | ¿Cómo te llamas? |
| Ask what colors they see. | ¿Qué ves? |
| State what I see. | Veo \_\_\_\_. |
| Say what I like. | Me gusta. |
| Say what I don’t like. | No me gusta. |
| Ask others what they like | ¿Te gusta\_\_? |
| Say why I am a friend. | I am a friend because I listen, I play, I share. |
| Ask others how they feel. | ¿Cómo estás? |
| Tell others how I feel. | Estoy feliz/triste. |
| Say my numbers 1, 2, 3. |  |
| I can retell the story of the three bears. |  |
| Understand simple facts and answer yes/no, either/or questions about bears. | ¿El oso es (café, negro, blanco)?  ¿El oso come (pescado, sopa)?  ¿El oso vive en (una casa, el bosque)? | Color of a bear  What a bear eats  Where bears live |

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| **Key Learning Activity/Formative Assessment**  ***(representative samples from beginning to end of unit)*** | **Mode of Communication** |
| Please include activities for names below ↓↓ |  |
| Name chant in a circle: ¿Cómo te llamas? What is your name? Me llamo \_\_. Letś sing it again! | **interpretive** |
| Me llamo \_\_. Fill-in-the-blank worksheet. | **interpretive** |
| Practice asking each other names with puppets, sock puppets, etc. | **interpersonal** |
| Practice asking each other’s names while passing a ball in a circle | **interpersonal** |
| Please include activities for greetings below ↓↓ |  |
| ¨Hola Amigos” by Dr. Jean; could use as a procedural song | **interpretive** |
| ¨Adiós Amigos¨ by Dr. Jean; could use as a procedural song | **interpretive** |
| Sit in circle, students say “hola” and pass ball. Listen to sesame street “hola” song. <https://www.pinterest.com/pin/417075615474041532/> Me llamo. |  |
| ¨Sí, No” video | **interpretive** |
| Songs for greetings at various times of the day. [Buenos dias (Jose Luis).](https://www.youtube.com/watch?time_continue=4&v=X-UXGWTEfEI) | **interpretive** |
| ¨Día Bonito¨ video by Basho | **interpretive** |
| Buenas Noches, Luna | **interpretive** |
| Have students hold flashcards of the greetings and students will greet them with the appropriate greeting | **interpretive** |
| Students act out Buenos dias/Buenas Noches when they hear those phrases during [Rockalingua-Buenos Dias](https://www.youtube.com/watch?v=kdDu8pFbnRc) | **interpretive** |
| Please include activities for feelings below ↓↓ |  |
| Use TPR with asking feelings | **interpretive** |
| Feelings worksheets: students fill in what would be appropriate feeling for each situation | **interpretive** |
| Play-Doh faces | **interpretive** |
| Feliz/Triste word sort using smart board | **interpretive** |
| Please include activities for being a good friend below ↓↓ |  |
| ¨Palabras Mágicas¨ song/video by 123 Spanish Together | **interpretive** |
| Have students hand over objects using please/thank you/youŕe welcome | **interpretive** |
| Have students gently run into each other and say ¨excuse me¨ or ¨I´m sorry¨ | **interpretive** |
| Yes/no questions to practice boy/girl | **interpretive** |
| SMART page where students place themselves from the house to the school, and in the proper boy/girl spot. Students count to see who is at school. | **interpretive** |
| Please include activities for numbers 1-5 below ↓↓ |  |
| Students use manipulatives to count items (can incorporate colors if they are known) | **Interpretive** |
| Play-Doh worksheets  http://lifeovercs.com/free-play-dough-tree-for-counting-1-10-spanish/ | **interpretive** |
| ¨Lluvia¨ by Mi Guitarrí (after they have learned up to 5) | **interpretive** |
| ¨Cinco Calabazas¨ by 123 Spanish Together; use with glove manipulatives to count  Calabazas counting book | **interpretive** |
| Play-dough numbers 0-5 make balls on chart. Like <https://www.pinterest.com/pin/271693789997891179/> |  |
| Please include activities for The Three Bears below ↓↓ |  |
| Salsa videos 101-106 with supplements  https://docs.google.com/document/d/1\_\_xvlmhwYeggtvD2PhVooBO4DNde-r2Y-mFMXIMsDjY/edit |  |
| Story retell with puppets/masks/yoga/flashcards. | **Interpretive** |
| Picture walk through the three bears book. Teacher will ask yes/no or either or questions. Students can respond in various ways (movement, turn and talk, thumbs up/down). | **Interpretive** |
| Read story with Powerpoint images on screen. | **interpretive** |
| Answer simple questions about the events in the story with the opposites: blando/duro, caliente/frío, perfecto | **interpretive** |
| Grande/pequeño word sort using SMART | **interpretive** |
| Please include activities about bears below ↓↓ |  |
| Look at pictures of bears and answer yes/no or either or questions. Students can respond with movement for yes/no or turn and talk for either or. | **Interpretive** |
| Madrid Bear - <https://www.pinterest.com/pin/460000549422738506/>  <https://www.pinterest.com/pin/395894623473707029/>  <https://www.pinterest.com/pin/398427898266503402/> |  |
| Videos - [Polar bear from PakaPaka](https://www.youtube.com/watch?v=XYQfXXNvacY), [Polar Bear paper fold](https://www.youtube.com/watch?v=yvYlffxaLsI)ing, |  |
| Please include activities about colors below ↓↓  \*\*please note that these will segue into the next unit\*\* |  |
| Practice colors with TPR; can use as a formative assessment check | **interpretive** |
| Use manipulatives like counting bears to sort; can also count | **interpretive** |
| Play “Eye Spy”-Teacher uses the phrase “Veo Veo algo\_\_\_\_\_” students then use pictures on a smart board to find something that matches the color. Use the phrase Veo\_\_\_\_\_ to complete the activity. Students can eventually take over both asking and answering making it interpersonal. | **interpretive/**  **interpersonal** |
| Word Sort sorting pictures into respective color | **interpretive** |

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| **Resources**  (will vary by language) | **Technology Integration** |
| **Role Play Masks:**  <http://www.twinkl.co.uk/resource/t-t-2028-bear-role-play-masks>  Students will retell the story utilizing the masks. |  |
| **Multiple Resources:**  <http://www.twinkl.co.uk/resource/t-t-5929-goldilocks-and-the-three-bears-story-sack-resource-pack> |  |
| **Bulletin Board Display (getting in Spanish):**  <http://www.twinkl.co.uk/resource/t-t-15684-ready-made-goldilocks-and-the-three-bears-display-pack> |  |
| **Stick Puppets:**  <http://www.twinkl.co.uk/resource/t-t-504-goldilocks-and-the-three-bears-stick-puppets> |  |
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| **Yoga poses for story re-tell:** |  |
| **Los 3 Osos:**  <https://www.teacherspayteachers.com/Product/Los-tres-osos-Spanish-fairytale-three-levels-1859268> |  |

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| **Prior Knowledge** | **Grade Level** |
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| **Suggested Supplies** |
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